

# **A Wonder-Book for Girls and Boys**

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## **Standards**

IL.1.C.2b Make and support inferences and form interpretations about main themes and topics.

IL.1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).

IL.2 GOAL: Read and understand literature representative of various societies, eras and ideas.

IL.2.A STANDARD: Understand how literary elements and techniques are used to convey meaning.

IL.2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.

IL.2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.

## **Resources**

### **"A Wonder-Book for Girls & Boys."**

#### **Library of Congress**

Contains over 8 million primary source documents, photos, films, recordings, maps and videos.

#### **Primary Source**

(photographs recording past events)

## **Overview/Rationale**

The students will work together in small groups, reading different ancient Greek myths from the textbook, "A Wonder-Book for Girls and Boys." They will eventually answer critical thinking questions, and perform a role-playing skit to apply what they have learned.

## **Objectives**

1. TSWBAT will show their understanding of the story from their visual performance

2. TSWBAT will be able to work cooperatively with other peer mates
3. TSWBAT use critical knowledge and analysis to depict the events occurring in ancient Greek mythology

## **Materials**

1. the story
2. a stage with good lighting
3. the students
4. props (e.g., costumes, objects like swords, etc.)
5. critical thinking analysis question worksheet
6. paper & pencils

## **Procedures**

1. Introduce the book, "A Wonder-Book for Girls and Boys" to all of the students. Explain to them that they will be split into small groups, and each small group will read a different story that is within this book.
2. Create groups and assign stories to each group.
3. Allow the students at least 45-1 hr 15 really reading the story with their group members, and comprehending the information
4. Pass out a critical analysis worksheet and go over this with the students. They can complete this in-class.
5. Once they are done with the worksheet, they will take out a sheet of paper, and will plan on a role-playing skit with their group members. They will each write out the character parts that they will play and practice.
6. Students will create props with construction paper, color pencils/markers, and any other objects they can come up with that are in the classroom.
7. Give the students at least an hour to prepare, and then have the students present in front of the class

## **Adaptations**

\* students that are hearing impaired will have the book available to them in giant text on a computer screen

\* students who are visually impaired will have the book available to them in brail on sheets of paper if need be

\* students who have difficulty comprehending information will be assisted by a learning resource/ special education teacher (either in the back of the classroom or in another room)

## **Assessment**

Students will be assessed over how well they answer the critical analysis thinking questions

Students will be assessed by observation, based on participation and accuracy of their understanding of the story

Students will be assessed on how well they work with one another (as the teacher makes note of students who are disruptive)

Students will be assessed by their understanding of the story through their performance!